**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 4.OA.2**  **The Envision Lesson: 4-4 Using Multiplication Facts to Find Division Facts** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Use the Spiral Review included with enVision. When students are finished, correct the spiral review having students correct their own paper. Give students a chance to clarify their understandings. To introduce the new topic, ask students the following from enVision:  “*In the last two lessons, you learned that multiplication and division have an inverse relationship. Today, you will learn how you can use multiplication facts to help you solve a division problem.”* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Vocabulary Instruction: Review the vocabulary for multiplication (product, factors) and division (dividend, divisor, quotient). Have groups identify the vocabulary word for each part of their equation.  Teach inverse operations as new vocabulary word. Have a student come to the front of the room who can do a handstand. Show the child as himself then as his inverse by having the student do a handstand in class while you hold his feet. Explain how the inverse is basically the opposite.  Show video lesson 4-4. Stop and ask questions to confirm understanding.  How many groups of 7 are in 28?  Think - What multiplication fact can you use to solve this problem.  State the fact family. Inverse operation. 4 x 7 = 28  How many groups do you see? 4 groups  How many counters are in each group? 7 in each group  Solve – he needs to buy 4 packs of bouncy balls.  Identify the dividend, divisor and quotient in the problem.  Dividend is 28 total bouncy balls  Divisor is 7 – sold in packs of 7  Quotient is 4 – need to buy 4 packs (with 7 in each pack) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Group students into partners and give each partnership a set of tiles/counters. Ask students, “How many different arrays could you make with 16 tiles? See if you can have everyone at your table come up with a different array for 16.”* Randomly call on students until all are listed on the board.  Ask what division problems could be solved using these arrays? How do they know? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Because the students have already looked at the visual learning Animation, we will remind students about how during the animation, we went from actual bouncy balls to an array. This will be easy to do because the students will have their books open to the page with the *Visual Learning* Bridge on the top.  Do 9 from page 84 on graph paper. This will model what the students will be doing on Independent Practice problems 13-15.  Do problem number 28-29 on page 85 together. This will help students with independent practice. They will be using a chart to write a problem on the Reteaching page. Explain the numbers and where they are on the chart.  \*28. $24 is the total amount of money Shana spent. The other numbers are all on the chart.  \*29. Shana has $24 total. Mini-flags are sold for $6. How many can she buy if she spends all of her money? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Using Independent Practice problems 13-15, draw the array with the Mulitplication Problem. Then write the related division fact. These should be fact families that were taught in previous lessons.  **Assign:** Using 4-4: Reteaching  Have the students look at the sample and read together. Do number 1. Extra credit #2. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Use Problem-Solving Recording Sheet from Teaching Tool Masters with a story problem from quick check to see if students have mastered the concept. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Use games found in Envision packet. Teacher will be working with students who need supplemental instruction.  1.These games will be used with a parent at a table to review the topic with the students the next day.  2.The directions on how to play will be explained by the parent.  3. Materials needed are 2 number cubes per player.  4. The intervention group will be using the 4-4 section on page 93 of the book. These students will be working with the teacher in a small group setting.  5.The students who understood the concept (scored 80% or higher on homework) will play the game as a review. The intervention group will consist of those who scored less than 80% on Homework. | |
| **HOMEWORK** | |
| Assign: 4-4 Practice | |